

PR Award #: S336S220029

Alder Graduate School

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Absolute Priority: Absolute Priority 2

Competitive Preference Priorities: CPP 1-4

Project Title: Promoting Equity by Building Sustainable Pipelines of Diverse, Effective Educators

Project Description: : Building on a research-based residency model and a strong track record in preparing and supporting teachers, we will build collaborative partnerships between IHEs and high-needs LEAs to cultivate diverse and local talent, share costs to ensure sustainability, and respond to local priorities. Together, we will launch and scale two new, sustainable and replicable residency sites with seven LEAs aimed at creating robust and diverse pipelines of new teachers for high-need LEAs, accelerating teacher effectiveness, and improving student achievement for students in high-need schools.

Project Expected Outcomes: Using a nonequivalent comparison group study designed to meet WWC standards with reservations, the external evaluation study will produce important results about the effectiveness of CREATE, particularly related to teacher retention and the impact on diverse teachers' pedagogical effectiveness on the achievement of those teachers' students. Complementary qualitative studies, including resident case studies, design-based research focused on university district-community connections, and a critical ethnography focused on grant/residency providers will provide needed insight into the culture of CREATE and the impact of reform efforts on teachers' developing critical consciousness and effectiveness more broadly

Project Partners: Alder Graduate School of Education, Palm Springs Unified School District (USD), members of the West San Gabriel Valley Special Education Plan Area (SELPA; Alhambra Unified USD, El Monte City SD, El Monte Union High SD, Garvey SD, Mountain View SD, Rosemead Unified SD), a consortium of high need schools within partner LEAs, Stanford University School of Humanities and Sciences, and SRI International